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ABSTRACT

This article emphasizes the need for preparing preservice students in teacher education for effective participation in the high school classroom and for membership on a guidance team. The article includes a) basic questions used to determine the readiness of students to facilitate career development, b) a professional approach to effective teacher preparation, c) a validation of objectives, d) essential strategies and competencies for prospective high school teachers, and e) a tentative format for an interdisciplinary program involving all students preceding initial certification. Reported is the program's investigation of five areas: a) the meaning of career education, b) the employment market, c) career planning, d) sources of job information, and e) the role of the teacher in providing career guidance for students. Specific activities to accomplish the investigation of these areas are given. Two pages of references are included. (BRB)

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Career Education
For Prospective High School Teachers

Proposals, experiments and pilot programs pertaining to career education continue to receive increased attention by the press and television media as the 1972--73 school year emerges. The time seems ripe for each school system to consider the scope and sequence of what should be done in the form of curriculum design and faculty involvement. The hope of professional educators is that guidelines from federal and state agencies will not be too prescriptive, and that the task will be defined as one of continuous planning and reorganization. Leadership is needed to develop perspective about vocational planning and decision making as a process. Colleges of Education should take the initiative in securing appropriate facilities, arrangements and personnel for orientation and direct involvement of their students to an array of innovative approaches, experimental and developmental programs.

This article emphasizes the need for preparing pre-service students in teacher education for effective participation in the classroom, and as a member of the guidance team. It includes basic questions to determine the readiness of students to facilitate career development, a professional approach to effective teacher preparation, a validation of objectives, essentials for prospective high school teachers, and a tentative format for a carefully designed, but flexible, interdisciplinary program involving all students preceding initial certification.

Many students currently enrolled in teacher education are not receiving organized instruction pertaining to vocational planning and decision making about careers. In 1970, Hutson (16) reported on the teacher's role in guidance

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based on a study of ninety-five randomly selected private and public universities. He stated that about half of the teacher education curricula at the graduate level include guidance as a desirable element. At the undergraduate level the course offerings in guidance were available in less than a third of the institutions being studied. An examination of enrollments in courses pertaining to careers, would yield an even greater dearth of exposure. A further investigation of key publications of teacher educators concerned with student teaching, laboratory experiences and professional education would likewise show a lack of emphasis as it pertains to the education and training of teachers in career development.

The urgency for immediate action becomes even more apparent if one considers the thinking of U.S. Commissioner of Education, Sidney P. Marland, as it pertains to far reaching changes in the curriculum and training of teachers. He envisions students becoming familiar with various job clusters and what is involved in entering them in the first six grades, learning more about particular job clusters that interest them most in grades seven and eight; selecting a job cluster to explore in some depth in grades nine and ten; and to pursue his selected job area even more intensively in terms of acquiring skills for immediate job placement, taking a combination of academic, and on the job courses for post secondary training as a technician, or selecting a somewhat similar combination of courses in preparation for a professional degree involving four or more years of college, in grades eleven and twelve (7).

He (7) stated:

As for approaches I can see the possibility of organizing task forces composed of experienced people to study the various job clusters and develop a core curriculum for each, applicable at various grade levels and including appropriate materials and media. Other task forces would be needed for the language arts, mathematics, the sciences and social studies--their job being to adjust these subject areas to the cluster curriculum.

He predicted that teachers would be supported in their work by many more

counselors and paraprofessionals than has been customary, and that on a less formal basis, they would turn to "outside" persons qualified in particular jobs (7).

Readiness of Students in Teacher Education To Facilitate Career Development

The role of the teacher as facilitator of learning becomes increasingly important in determining immediate and continuous aid to students who are undecided, unmotivated, uninformed, and lacking in initiative to obtain necessary knowledge, obtain realistic information, and make educational and vocational plans. The readiness and competence of teachers to participate in an organized approach to career planning and decision making is vital to the success of secondary schools in meeting their obligation to help students achieve their developmental tasks. The cooperation and active involvement of teachers who are concerned with vocational development should be of immediate concern to school administrators, counselors and directors of personnel services, because the teacher is in a unique position to reach students in a variety of settings.

Many pertinent questions, relating to aspects of occupational choice and planning for future life work, might well be asked by preparatory institutions. The writer would include at least four: (a) Is the neophyte prepared to relate his subject to the world of work, present and future? (b) Is he or she aware of occupational opportunities and work experiences in the community? (c) Has he or she prepared to be knowledgeable of sources of information, of strategies or techniques for disseminating information, and promoting the development of vocational attitudes and try out experiences? (d) Has he or she studied models for curriculum building, which are based on a career oriented interdisciplinary approach, and the role of counselors and teachers working together to develop an individualized learning system in which the student is expected to make choices and take responsibility for his own decisions?

A Professional Approach to Teacher Preparation in Career Development

To assure exposure, understanding, commitment and professional readiness of beginning teachers for a guidance role that is becoming increasingly important, this writer proposes a carefully designed program of instruction in all teacher education facilities. It should be a cooperative venture involving interested and knowledgeable individuals from various departments, and related services such as counseling, career information and placement, audio visual and technology. Whether the instruction and student participation be in the form of seminars, mini courses, instructional modules or units, is a detail that needs to be decided in terms of other curricular considerations and the over-all sequence for preparing a professional person.

Determining what should be taught is logically related to the formulation of objectives, assessment of content, materials, instructional aids, teaching strategies and opportunities for vicarious experiences and individualized learning. Student involvement might well begin with activities planned for an assessment semester or as part of orientation to the role of the teacher in the beginning stages of the professional education sequence. Overall, the role of teaching strategies and counseling techniques should help students formulate a functional concept of career education, broaden their horizons of the world of work, including occupational outlook, and provide opportunities to observe, study and participate in an innovative and personalized program to help teen-agers implement educational and vocational plans.

Validation of Objectives

A practical starting point for the preparation of a syllabus or guide for instruction involves a determination of what the student knows. To what extent has his recent exposure in high school, and the college years, preceding this proposed instruction in career planning and decision making, helped him

develop a philosophy and the competencies to perform effectively as he teaches in the classroom, to serve as a group leader, and team with counselors? To what extent does he comprehend vocational objectives which might be pertinent for every teacher regardless of subject being taught? Consider especially the appropriateness of three instructional goals for classroom teachers presented by Tennyson (23):

1. To provide experiences which will enable students to gain a fuller awareness and appreciation of the occupational avenues growing out of the particular subject, and the nature of the roles played by workers in these occupations.
2. To contribute to the student's testing of reality by showing the relationship between the requirements of these vocations and the education or training needed to meet them.
3. To develop attitudes of respect for and appreciation of the social usefulness of all types of work to which the subject may lead.

A further analysis might well include additional questions and discussion similar to the following: (a) To what extent is the student teacher knowledgeable of the meaning of career as a sequence of occupations occupied by an individual in his lifetime? (b) Is he aware of "job clusters" now being identified for study of careers by the United States Office of Education and commercial publishers of occupational information? (c) Has he identified stable fields of work such as medicine, journalism, etc., and work fields which may involve drastic changes in content and activity? (d) By and large does the prospective teacher view current technology as leading to preparation for a life of multiple occupations for many future job seekers? (e) What does he know about entry jobs, and especially, in his community and immediate labor market areas? (f) Has the pre-service teacher been exposed to the concept of developmental tasks and life stages? (g) Is he aware of research pertaining to the setting of goals and aspirations as expressed by adolescents of various ability levels? (h) Does the

teacher-to-be view occupational choices as a process of self actualization?

(i) Is he aware of the potential significance of commitment?

Advantages, dangers and reasonable expectations as they pertain to vocational maturity need to be taken into account. Hilgard (1965), following a warning of premature choice, presents a view on the significance of having a vocational goal and early exploration of the vocational problem. He explains a rationale that a choice actually made is examined much more carefully than one merely contemplated--

If you act as if you have already chosen, the situation becomes more concrete to you than if you think about it as lying uncertainly in the future.--Committed to medicine the boy or girl who works in the hospital as an orderly during the summer knows "what it feels like" to be a physician in the way an orderly merely earning his living does not. The advantage of early choice is that a negated choice is not costly, and a substantiated choice becomes a focus of integration (13).

Coons (1970) presents a second view, especially appropriate for emphasizing exploration and process. He distinguishes between choosing a life's work and a vocation. He emphasizes the significance of permitting the individual a wider range of choices in his life's work. He states:

The freshman student who says he wants to become an astrophysicist has probably not chosen a life's work, or even a vocation because he is not yet acquainted with the other alternatives available to him. The most selective he could realistically become at that stage would be to say "he preferred the sciences to the arts, or to the humanities after exploring one or the other of these broad categories for a year or two, he may then be in a position to begin to settle into a life's work. For example, the student who obtains his bachelor's degree in education may eventually find that his talents lie in the area of administration, or he may choose to pursue his education further with the goal of becoming a college teacher" (5).

A third helpful discussion having implications for the teacher is presented by Super (1970) in a current chapter on "Career Development". He describes the role of the teacher in the classroom or the counselor in group and individual activity as one of helping the individual to understand himself and his environment and to find satisfying and satisfactory ways of developing and using personal

resources. He explains the concept of life stages as it relates to adolescence and the need for planned exploration to continue for several years after formal schooling is terminated. He mentions that vocational maturity involves a tendency to anticipate choices which will have to be made and acquiring relevant information. The needs suggest that schools develop additional methods for teaching the possibilities and pitfalls for planning ahead (22).

Career Planning in the Seventies -- Essentials for Prospective High School Teachers

The guidelines which follow are based upon knowledge, understanding, attitudes, role playing, and other techniques to aid students and assist counselors with an organized approach to career planning. They contain items which can be useful in the preparation of units of instruction, group guidance, or more individualized ways of disseminating information, and providing students with experience in making initial choices and long term career plans. They are presented as examples of what might be considered an initial exposure for the many college students not now formally enrolled in courses, seminars or institutes offered by counselor educators or staff members from personnel services.

The writer assumes that many institutions will use a task force or committee approach to assess the nature of commitment in terms of short term and long term goals. They will need to answer the question, "How comprehensive and inclusive should a functional program of career education be in the seventies?" The ideal goal would be to provide a tailor-made program for each student to develop readiness and understanding of roles, strategies and competencies that he will need in professional field experiences and their contemplated initial employment.

The hoped for result would be an initial program incorporating the agreed upon essentials requiring the participation of all pre-service teachers. A

tentative format for a carefully designed program as perceived by the writer would include at least five core areas for study, individual and group activities. The approach is presented in terms of what the prospective teachers should study, do, collect, try out and experience under supervised direction. It is presented as material which should be implemented by a coordinating council in terms of the most effective involvement of particular groups and/or the individual student.

An Interdisciplinary Approach in Career Education

Core Area I: Becoming Acquainted With the Concept, "Career Education"

Suggested Activities: Via film, video tape, field trips, simulation, role playing, other media, and reading material study "work" and "education" in terms of their meaning to the individual.

A. Significant items for personal study would include:

- (1) Why people work
- (2) Social class expectancies
- (3) Problems from aspirations or lack of aspirations
- (4) Becoming a success in life--myth vs. achievement
- (5) Entrance requirements
- (6) The role of a college education
- (7) The role of specialization and pre-job schooling
- (8) The role of vocational education
- (9) Avenues of mobility
- (10) The dignity of all work

B. Inquiring and making self discoveries about work, especially as they pertain to the development of attitudes:

(1) Participate in a "Group Guidance" setting similar to the following:

- (a) A vocational guidance consultant can illustrate how he would utilize a career guidance approach to involve the individual student in four to five sessions.

Or:

- (b) A vocational guidance consultant might utilize a color sound

film strip program. (The Job Attitude Series developed by Guidance Associates (1970) appeals to this writer, especially as he thinks of the non-college bound student)--The sequence includes: (1) "Why Work at All", (2) "Trouble at Work", (3) "Liking Your Job and Your Life", and (4) "A Job That Goes Someplace".

The series (1970) provides opportunities for probing concepts about work, encouraging students to express feelings, relating underlying motivational schemes, forming judgements and reactions, and identifying with skilled worker models(7).

Core Area II: Becoming Acquainted With Where People Work

Suggested Activities: Plan personal exploration through observing how people make their living, talking to a variety of workers and employers, making visits to companies employing a variety of workers, using tape recordings or role playing.

A. Study and obtain information pertaining to:

- (1) "Clusters of occupations" as identified by the U. S. Office of Education or commercial publishing companies
- (2) Job groups in the regional or local labor market area
- (3) Entry jobs based on current reports from the State Employment Service.
- (4) Major employers in the community and immediate vicinity
- (5) Local labor market trends and outlook information as they describe employment and career opportunities in :
 - (a) Industries
 - (b) Major occupational groups
 - (c) State and local government
 - (d) Occupations for women
 - (e) The military service
- (6) National labor market trends and outlook information in situations as cited in "5, 'a' to 'e' above".

B. Attend an audio visual presentation prepared by labor market analysts or employment service personnel.

Heller (12) describes "Manpower Directions '75" an 18M (sound slide film which carries the message of manpower needs, problems,

and recommendations for action programs as they pertain to the State of Arizona. The 1970-71 edition of Occupational Outlook Handbook (24) contains a description of 36 color slides or a film strip that shows the "changing occupational and industrial mix and trends for manpower development, education, and training." They have an accompanying narrative and may be purchased from the Bureau of Labor Statistics Regional Offices.

C. Learn about the world of work from tapes or live modeling sessions.

Observe a vocational guidance consultant illustrating how to learn about occupations using an approach similar to "Suggested Guide for Career Interviews", described by Laramore and Thompson (18) in 1970.

Or:

Observe a video tape, audio tape or live modeling session utilizing peer social models similar to the experiment, which was field tested and reported by Hamilton and Bergland (9) in 1972. The peer social models discussed their career goals; demonstrated how to obtain information about occupations by talking, listening and observing; evaluated information they had obtained about occupations, and reached tentative decisions about future plans for investigating occupational alternatives.

Core Area III: Becoming Acquainted with Career Planning

Suggested Activities: Participate in a tailor-made program of learning about selecting and changing one's life work as a continuing process in decision making. Utilize selected references, consult resource personnel and choose from a number of options, readings and conference, independent study, scheduled group guidance or discussion sessions to permit the formulation of a personal philosophy.

A. As a culminating activity, be prepared to evaluate "An Approach to What High School Students Can Study and Do With the Help of Teachers and Counselors": The writer's model would include the following tasks:

- (1) Identify "Career" as a concept of "initial employment to retirement".
- (2) Become acquainted with "job clusters" as a way of exploring work opportunities that are meaningful, interesting and requiring different levels of education and training.
- (3) Study factors related to planning for a career--read Byrn (1969) Career Decisions (3)
 - (a) Examples listed as important by adults describing their choices of vocations
 - (b) Developing personal qualities

- (c) Preparing for work--developing knowledge and skill
 - (d) The work one does in part-time jobs, summer work, etc.
 - (e) The importance of succeeding in school
- (4) Determine readiness of the high school students for next step planning:
- (a) Study oneself--find basic interests and what one can do well.
 - (b) Plan personal improvement.
 - (c) Become acquainted with work settings--where it's done, peculiarities and hazards and the people with whom one works.
 - (d) Try out jobs and make judgments about conditions, and dislikes, etc.
 - (e) Check with people who know one best.
- (5) Study vocational development and how to help students make tentative occupational choices--Obtain practice in decision making as high school students should experience it:
- (a) Basic premise: "Career planning is a continuous process."
 - (b) A sequence--some basic steps for the high school student:
 - 1. Prepare a flexible plan with alternative goals--consider "level" and related fields of work.
 - 2. Determine whether you want to work with people, things or data.
 - 3. Determine **where** you might most want to work.
 - 4. Begin to study a field.
 - 5. Study and explore various work roles through films, personal visitations and interviews, participation in **career games, and work experiences.**
 - 6. Consult computer and/or school counselor.
 - 7. Narrow choice and select a tentative program of study pertaining to college, technical training, apprenticeship, etc.
 - 8. Become acquainted with admissions procedures.
 - 9. Become acquainted with how to apply for a job.

Core Area IV: Becoming Acquainted with Sources of Information

Suggested Activities: Follow guide prepared by personnel from information services or the coordinating council for career education. Seven tasks which the writer considers essential in the education of teachers and counselors are as follows:

- A. Visit a University or College "Inform. Center" to become acquainted with general guides to literature--especially N.V.G.A. Bibliography of Current Literature and Current Periodic Indexes from commercial companies. Also include identification of educational aids as they pertain to choosing a college, scholarships, technical training, apprenticeship, service and business training institutions and admission requirements.
- B. Obtain a bibliography of "Suggested Materials" prepared by vocational guidance or career service personnel--Selected books pertaining to educational and occupational information and career guidance, briefs, monographs, free and inexpensive materials.
- C. Visit branches of Employment Service, especially become acquainted with the "Job Bank" and assistance available to job seekers.
- D. Attend an institute or clinic pertaining to use of the Dictionary of Occupational Titles conducted by a specialist from the State Employment Service or a consultant from the Department of Counselor Education of a university or college.
- E. Attend an institute or clinic pertaining to the role of computers, and other retrieval systems now being used to store and disseminate information about careers. Consult personnel from the field of technology on campus, and from State Research Coordinating Units. Read publications including: Computer Assisted Counseling, 1970, by Super et al, (21) and "Technology in Guidance", American Personnel and Guidance Journal, November 1970 (11).
- F. Attend a "Film Festival" pertaining to educational planning and careers sponsored by State Department of Personnel Service, Counselor educators, information center personnel and audio visual service personnel. Use continuous showings similar to the pattern used at A.P.G.A., National and State Conventions.
- G. Obtain annotated bibliography or guides for films and filmstrips pertaining to vocational choice and vocational guidance. (Check with State Department of Guidance Services and University or College Departments of Audio Visual Services).

Core Area V: Becoming Acquainted with the Role of the Teacher in Helping Students Plan Careers

Suggested Activities: Choose from a number of options, a seminar, institute, workshop, or individually approved program, to study, review and evaluate a variety of approaches pertaining to current examples of innovation which might be useful to the prospective classroom teacher. Eight examples of functional tasks are recommended:

- A. Observe a teacher, counselor educator, or teacher educator illustrating the use of occupational information in school subjects. As one approach, utilize and refer participants to "School Subjects and Job Fields", by Tennyson, et al. (23), The Teacher's Role in Career Development (1963, pp. 61-70).
- B. Join a "T" group organized to provide personal experience in developing useful attitudes about work and careers. This activity might be carried out as described previously in Core Area I--B.
- C. Participate in a group guidance session pertaining to using the "Career Game in Decision Making" (Role play just as a high school student would be expected to participate). Become acquainted with helpful references to improve effectiveness of participation and for future study. Two of the references found helpful by reviewers experimenting with this approach are: Elliott Carlson's (4) Learning Through Games (1969), and Sarane Boocock's (2) The Life Career Game, (1967, pp. 328-34).
- D. Observe a computer-student interaction about a career choice, study scripts, or attend a demonstration based on current computer assistance services for junior and senior high school students engaging in educational and vocational exploration.
- E. Study the "Microfilm Approach to Career Guidance", Become familiar with project VIEW, County Department of Education, San Diego, or Educational Service Center, El Paso, Texas. Note role of reader-scanner and reader-printer and evaluate print out, which student may keep for reference.
- F. Attend a "Video Tape Session" based on choosing an appropriate occupation. A practical program as described by Sallinger and Wright (20: p.205) who filmed on the job workers in various technological careers.
- G. Study an individualized approach, "A Prototype Educational and Vocational Guidance Program", described by Hamilton and Jones (10: 293-99). A five step sequence guides the design for student participation in grades 7 through 12. The steps include: (1) Identification of student needs, (2) Classification of instructional objectives according to the commonalities of student educational and vocational guidance needs, (3) Specification of learning strategies in terms of their appropriateness for particular groups of objectives, (4) Implementation of the prototype program through simulation or real life settings by keying

them to specific student objectives, (5) Evaluation of the prototype program in terms of the extent to which students are achieving agreed upon goals or objectives.

- H. Prepare a unit or minipac for use in directed teaching. Obtain suggestions from surveying junior and senior high school studies. Consult basic sources--Baer and Roeber (1) 1969, Feingold and Swendhoff (6) 1969, Hoppock (14) 1967, Hoyt et al. (15) 1972, Isaacson (17) 1971, Norris, Zeran and Hatch 1966.

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